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ABSTRACT

This monograph is one in a series designed to report, in narrative form, discussions that took place during a series of mini-conferences for local K-12 career education coordinators on the subject of staff development in career education. The monograph covers two broad concerns: the substance of staff development in career education; and how staff development in career education is being carried on in selected K-12 school systems across the United States. The coverage of each of these questions is broken down into five broad topics: the need for and the nature of career education; occupations and society; the process of career development; availability and use of community resources; and infusing career education into the teaching/learning process. The views of the conference participants on each of these topics are synthesized, followed by a section of examples of programs under the topics which are working in various school systems. A list of conference participants is included in the publication. (KC)

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MONOGRAPHS ON CAREER EDUCATION

STAFF DEVELOPMENT IN K-12 CAREER EDUCATION

by

Kenneth B. Hoyt
Director, Office of Career Education

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DEPARTMENT OF EDUCATION
Shirley M. Hufstedler, Secretary

Assistant Secretary for Elementary and Secondary Education
Thomas K. Minter

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Preface

This monograph is one in a series designed to report, in narrative form, discussions that took place during a series of "miniconferences" for local K-12 Career Education Coordinators. A total of 15 such "miniconferences" were held between the period beginning in January and ending in July of 1979. This monograph, like all others in this series, is based on the notes I took while conducting each of these 15 "miniconferences." The OCE contractor responsible for logistical arrangements and for preparation of final notes (as corrected by the participants) was Inter America Research Associates of Rosslyn, Virginia. That Contractor has compiled and published a limited quantity of the final notes. Copies of that report, while they last, may be obtained by writing to the Office of Career Education, U.S. Office of Education, Washington, D.C. 20202.

Participants for this series of miniconferences were selected by OCE based on nominations received from State Coordinators of Career Education. Each such Coordinator was asked to nominate, as possible participants, those K-12 Career Education Coordinators who, in the opinion of the State Coordinator, were doing the best job in implementing career education in their State. It is not, then, in any way a random sample of local K-12 career education coordinators whose experiences and opinions are reported here. Rather, these participants should be viewed as among the best in the opinion of their State Coordinators. Because it was impossible to select all persons nominated, there were many outstanding local Coordinators around the Nation who were not selected as participants.

An attempt was made to secure nominations from all 50 States plus the District of Columbia and Puerto Rico and to pick a minimum of two local career education coordinators from each State as participants. The original plan was to select 10 participants—one each from 10 different States—as participants in each of the 15 miniconferences. Logistical problems prevented us from reaching this objective of having 150 participants. The final count of participants was 131 persons who, in combination, came from 45 different States and the District of Columbia. The actual number of participants in each miniconference ranged from a low of 7 to a high of 10 with a statistical average of 8.7 persons in attendance at each of the 15 miniconferences.

Each miniconference was conducted in the same basic way. We started by asking each participant to list the most practical and pressing issues, problems, and concerns she/he is facing in attempting to implement career education. A total of 407 such topics—an average of 27+ per miniconference—were raised by participants. Following this, participants were asked to vote on the 5-6 issues that they considered most crucial of all those raised at their miniconference. As time permitted, then, participants in each miniconference "brainstormed" the priority topics they had selected by their votes. Extensive discussions were held on 49 such priority

topics, several of which are discussed in this monograph. In addition, each participant was asked to present a short oral description of his/her attempts to implement career education in a given community and to share materials with other participants. Those reports and materials also form part of the content of each monograph in this series.

While no exact statistical data were gathered, it appears that participants in this series of miniconferences had, on the average, somewhere between five and six years of experience in attempting to implement career education. The basic purpose of each monograph in this series is to share this rich reservoir of experience with others interested in problems associated with the implementation of career education at the K-12 levels of Education.

The most striking observation one could make about participant comments was, as expected, the wide diversity of means they have found for overcoming the practical problems facing those charged with implementing career education. It should be obvious, to any thoughtful reader, that there is no one best solution for any given problem. Rather, the best way to solve a particular problem will vary from community to community, from State to State, from school districts of various sizes, and from rural, suburban, and urban settings. It is, thus, a diversity of answers that the reader will hopefully find in the monographs in this series.

It will be equally obvious, to the experienced reader, that the practices of these experienced local career education coordinators varies greatly from much of the theoretical/philosophical literature of career education. It is very seldom that practitioners, faced with the multitude of practical constraints that exist at the local community level, can put into practice what those who, like myself, have the time to think, write, and speak about. I am impressed by how close many of them have come. I am even more impressed by some of the innovative, creative solutions some have found that go considerably beyond what the fulltime career education conceptualizers have yet been able to think about.

I am most impressed by the dedication, commitment, and professional expertise that participants demonstrated, over and over again, during this series of miniconferences. They are the real experts in career education. I hope that, just as I have learned from them, so, too, will their thoughts and their experiences be helpful to you.

—Kenneth B. Hoyt, Director
Office of Career Education
United States Office of Education

Staff Development in K-12 Career Education

Introduction

Three characteristics of the career education movement form the basis for this monograph. First, career education is the only current approach to solving problems of work education relationships that places a strong emphasis on change within the formal Education system. Second, career education is unique, among current approaches to educational change, in its great emphasis on changing *people* rather than changing *programs*. Third, career education is one of but a very few approaches to educational change that assigns a relatively greater value to an *infusion*—as opposed to an *"add-on"*—approach.

Obviously, the concept of educational *change* runs through each of these three distinguishing characteristics of career education. A surface explanation for this emphasis on educational change is obvious to those who sutdy the ten basic "career education skills" we seek to provide students. Such an explanation can, in no way, serve as the sole justification for the heavy emphasis career education places on the importance of staff development. This emphasis can find its justification only when one considers a deeper and more pervasive reason for educational change. Career education does, in fact, have such a deeper reason—namely, its emphasis on an approach to educational change that will improve the quality and the cost effectiveness of the entire system of American Education.

At its roots, career education can be seen as an effort to improve educational *productivity*. It is a vehicle for use in increasing productivity of both the student *and* the teacher. Its basic goals are to motivate both student and teacher to improve their productivity through showing them the importance of their efforts in terms of implications such efforts hold for increasing productivity in the broader society. If students are to become more productive in their efforts to learn, it is essential that they recognize and appreciate the importance of doing so. Similarly, if teachers are to become more productive in their efforts, they, too, must be convinced that what they are teaching and the ways in which they teach are both important to the broader society.

"Motivation" is not a commodity that can be "bought" from either teachers or from students. Rather, it is something that must be "sold" to them. Career education seeks to "sell" such motivation through emphasizing that, if productivity is to become an important priority for America (and it obviously must), then this effort must begin with increasing educational productivity within America's educational system. Students must decide that they *want* to learn because it is important that they do. Teachers must decide that they *want* to become more productive in their efforts because it is important that they do so. The career education concept offers one—among several—vehicles for use in motivating

students to want to learn and motivating teachers to want to teach. It is only within this philosophical context that the strong emphasis on staff development found in this monograph can be justified.

There are two broad questions to be considered. One of these questions deals with the substance of staff development in career education—i.e., with what it is that we are trying to help educators learn. The second question deals with how staff development in career education is being carried on in selected K-12 school systems across our Nation. Answers to these two basic questions form the primary content of this monograph.

The Substance of Staff Program In Career Education

Participants in the series of miniconferences that produced the content for this monograph differed widely in the kinds of cognitive and affective learnings they sought to convey in their staff development efforts. Each of the major topics specified here is in use somewhere as part of K-12 staff development in career education. No single school system was found where *all* the topics outlined here were covered in routine staff development efforts.

There were two basic points on which participants seemed to be in high agreement. The first is that staff development, in career education, must be viewed as a continuing challenge—not as simply a "beginnning phase" in the implementation of career education. While, to be sure, staff development is a much higher priority in early stages of career education implementation (thus contributing greatly to the fact that "start up" costs are much higher than "sustaining" costs for a career education effort), the need to view staff development as a *continuing*, developmental activity was emphasized repeatedly by participants in these miniconferences.

The second point on which very high agreement was found is that, no matter how effective staff development efforts may be, they cannot be expected to result in the transformation of ALL educators into "career education crusaders." Time after time, participants provided illustrations of resistance on the part of some educators to their careeer education staff development efforts. Such resistance, while apparently found in only a relatively small minority of educators, will obviously impede the full implementation of career education. While it is important to emphasize here, it is much more important to emphasize that, by and large, participants reported most educators to be excited and enthusiastic about their efforts in staff development for career education. The general tenor of reports received leads to a conclusion that each of the following topics is one which , if properly presented, will find most educators receptive to learning.

Topic 1: The Need For and Nature of Career Education

Career education is not something that can be "mandated" for or forced on educators. Each must arrive at the point where they want to engage in career education and see it as an inherent and important part of their responsibilities. While the "how to," as opposed to the "what for" aspects of career education will consume a large majority of the total staff development effort, the "what for" aspects cannot be ignored when dealing with professional persons.

Several school systems—Kansas City, Missouri is a good example—have used some form of "career education needs assessment" as a means of gaining this initial professional commitment to the career education effort. Such "needs assessments" typically involve surveying students, parents,

community leaders, key persons in business/labor/industry, and, at times, the general public. When such surveys are undertaken (using either needs assessment instruments supplied by the State Department of Education or "homemade" instruments) results typically show a high degree of consensus, among those surveyed, favoring a career education approach to educational change. Persons surveyed—no matter what segment of the community is involved—seem to be in high agreement that: (a) youth today badly, need the 10 general employability skills of career education—and aren't now getting them; (b) the community should become more active "partners" with the Education system in delivering these employability skills to youth; and (c) there is a great need to improve the productivity of the Education system through making it operate in a more cost effective manner—*not* by greatly increasing the size of the school budget. All such findings point clearly to a need for career education. Examination of such data can go far towards convincing educators that career education is an effort well worth undertaking.

When educators are asked, during staff development, to study and understand the career education concept itself, a number of critically important concepts must be conveyed. Among these, some of the most important identified by participants in miniconferences include:

1. There are clear and distinct differences between "career education" and "vocational education" centering most obviously around the differences between the "general employability skills" of career education as opposed to the "specific entry level vocational skills" of vocational education.
2. Both "career education" and "vocational education" are needed by students. Career education is, in no way, either a substitute for nor a competitor of vocational education.
3. The time teachers are asked to take in order to infuse a career educaton emphasis in the classroom is taken from the time any teacher takes to motivate his/her students to learn, *not* the time spent in imparting instructional content.
4. The 10 general employability skills of career education are best imparted to students in a longitudinal, developmental manner—not at any single grade level or at only one particular point in a course. Kindergarten is late to begin.
5. Teachers who use a career education approach in the teaching/learning process can expect their students will learn more subject matter—and will be less inclined to be disruptive in the classroom.
6. The use of a career education approach can make the teacher's job more interesting, challenging, and satisfying.
7. No one is asking teachers to use *only* a "careers" approach in motivating students to learn. On the contrary, teachers are being asked to simply add a "careers" emphasis to whatever other

motivational devices they have found to work best for them in the past.

8. All subjects have "career" implications, but not all subject matter does. That is, while a "careers" emphasis will be feasible in every course, it will not be feasible for use with all aspects of the course—and should be tried only where it fits easily and naturally.
9. A "careers" approach to educational motivation is nothing new for many teachers. Rather, it is simply something that may need an increased emphasis and a slightly greater sophistication in delivery.
10. The four basic steps in the "career education treatment" we are asking teachers to apply are each, when carefully examined, only aspects of what has always been known as "good teaching." Career education advocates have never pretended otherwise.

Underlying the kinds of conceptual examples listed above (and it is important to remember that these are presented here simply as *examples*) is the importance of helping teachers, and all other educators, understand the career education concept in terms of the basic *goals* of American Education. The basic problem is one of recognizing—and helping other educators recognize—that today's teachers are so busy defining and attaining specific instructional *objectives* that they have relatively little time to place such objectives in the broader context of the basic *goals* of Education. There is a saying very applicable here which goes something like this: "Its hard to remember your mission is to drain the swamp when you've up to your ears in alligators"!

Many teachers haven't found time to reflect seriously on the basic *goals* of American Education since they were asked to memorize the "7 Cardinal Purposes" in their undergraduate days. A staff development effort that, in its very early stages, asks educators to consider and reflect on American Education in terms of its *total set* of basic goals will find the goal of "education as preparation for work" being placed in more proper perspective. It will, further, allow educators to see that: (a) they have, in fact, been working toward meeting all the basic goals of Education in spite of often not being aware of this; and (b) when any one of Education's *basic* goals is better met, progress is also being made toward attainment of all othe *basic* goals.

This portion of the career education staff development effort need not consume a lot of time but it is very important. It is obvious that conveying such understandings to educators is a task requiring a considerable amount of expertise—i.e., the kinds of local career education coordinators participating in these miniconferences are very badly needed. So, too, are high quality persons serving as State Career Education Coordinators in State departments of education. The most difficult—and yet most crucial—understanding to be conveyed is that career education asks ALL educators to share some professional responsibility for career education implementation—along with recognizing that they will have many "partners" in this effort both from within and from outside of the Education system.

Topic 2: Occupations And The Occupational Society

It is not difficult to convince many teachers that they should emphasize the career implications of their subject matter. Once convinced, it is typical to find teachers asking the question "What *are* the career implications of my subject matter?" In view of the fact that a great many teachers have, during their adult years, worked only in that part of the occupational society known as Education, this is not surprising. No matter how interested or creative teachers are, it will obviously be impossible for them to emphasize the career implications of their subject matter unless systematic attempts are made, through staff development, to provide them with this needed knowledge.

There are two broad kinds of career implications that those charged with responsibility for staff development in career education must consider. One concerns occupations requiring a high degree of skill and knowledge in the subject matter itself—e.g., English, mathematics, chemistry, French, art, music, etc. Such occupations represent logical career choices to explore for students who express a high degree of interest and aptitude in a particular subject. The second kind of career implication—and the more important to emphasize—is the variety of ways in which persons in a wide variety of occupations have some direct use for the subject matter. That is, the ability to speak and to communicate clearly in writing, for example, is a skill emphasized by teachers of English that has very wide applicability far beyond its utility for those students who decide to major in English during their collegiate years. When we talk about the "career implications" of subject matter, we are talking about both of these kinds of knowledge.

There is no need for teachers to become experts in all of the career implications of their subject matter. They will discover many community resources both willing and able to supply such expertise. Neither is there need for teachers to become expert in understanding, in great detail, the complex structure of the occupational society. Such in-depth understanding is not essential in order for teachers to carry out their roles and functions in career education. At the same time, there is great need for teachers to gain a broad perspective regarding the nature of the occupational society and the basic ways in which it operates. It is not difficult for teachers to learn—in some combination of cognitive and experiential staff development activities—such basic concepts as:

1. The broad classifications used to categorize various occupations.
2. The interdependence—and the interrelatedness—of various kinds of occupations within a given community.
3. The concept of career ladders within various broad classifications of occupations—including the ways in which education is used in "climbing" such ladders.
4. Realization that the term "education" is much broader than the term "schooling"—and that much of "education" is taking place within the broader occupational society itself.
5. Relationships between "productivity" and "profit" along with

concrete realization of the importance for both in the occupational society.

6. The role and function of organized labor in the occupational society.
7. The concept of "youth jobs" within the occupational society and ways in which persons move from such jobs toward greater occupational stability.
8. The "bigness" of small business in the occupational society.

A different—but equally important—set of learnings essential for educators to acquire in career education staff development includes concepts such as:

1. The high degree of importance employers place on a good Education system in any community both in terms of meeting their own needs and in attracting new businesses to settle in the community.
2. The high degree of support organized labor has—and continues to give—to the Education system.
3. The kinds of basic academic skills and attitudes employers are seeking in youth who apply to them for jobs.
4. The deep and sincere concerns expressed from all parts of the occupational society that the K-12 public school system place a *proper*—but in *no way* an exclusive—emphasis on the goal of education as preparation for work. In short, the need to prepare students for *living*—of which "making a living" is only one part.
5. Expectations that both management and labor have for the public school system—and the high degree of congruence that exists in such expectations.

Still a third basic set of understandings educators need to acquire with respect to the occupational society is related to the persons who make up that society. Among such important understandings that teachers can acquire through a career education staff development effort are the following:

1. Realization that "interacting with workers" and "interacting with parents" are, in no way, two completely different things—i.e., realization that many workers, in visiting with teachers, will be responding as parents as well as workers.
2. Realization of the importance persons in the occupational society place on the productive use of leisure time—i.e., that they are *not* solely concerned about the extent to which the Education system prepares persons for paid employment.
3. Realization that many members of the occupational society are sincerely interested in both youth and in our public school system—and are willing to volunteer their efforts to help.
4. Realization that workers in the occupational society have multiple ways of helping teachers and students recognize and appreciate the career implications of subject matter.

If these three sets of learnings are viewed in a broader perspective, it should be readily apparent that, in combination, they hold high potential for helping educators to: (1) better understand the communities in which they live; (2) better understand the proper role and function of public Education in those communities; (3) better understand both the expectations and the problems associated with public education from the perspective of persons in the broader community; and (4) better understand the prospects of and potential for using community resources to enhance the effectiveness of our public schools. Viewed from this perspective, it should be readily apparent that staff development in career education holds positive implications for public education far beyond simply readying educators to become effective participants in the career education effort. It is this kind of rationale that best serves to justify the heavy emphasis career education advocates place on the importance of staff development.

Topic 3: The Process of Career Development

Public Law 95-207—the "Career Education Incentive Act"—calls for a primary emphasis on assisting students in career awareness, career exploration, career planning, and career decisionmaking—i.e., on the *process* of career development. If all educators are to become actively involved with providing assistance to youth in the career development process, it is essential that they be given basic information regarding the nature of that process as a longitudinal, developmental effort. If this topic is not made a part of career education staff development, we run the risk of either providing youth with inadequate bases for career decisionmaking, of encouraging premature career decisions, or both. A few of the participants in this series of miniconferences—including Carol Chapin (Reno, Nevada), Barbara Churchill (Attleboro, Massachusetts), and Nancy Losekamp (Upper Arlington, Ohio) reported placing a heavy emphasis on this area. Unfortunately, this important topic appears, in many other communities, to be ignored at the present time.

Here again, we are talking about a topic about which all educators need basic information and general understandings, but *not* a high level of expertise. Among the more important basic understandings regarding the career development process needed by educators are:

1. Relatively few students will, by the time they finish high school, be far enough along in their career development to have made firm and specific career decisions.
2. Elementary school age students can be expected to have a high degee of unrealism in their tentative career decisions—and this should be accepted by their teachers, not discouraged.
3. Most career decisions made by most persons today can be considered as "tentative" in that they are subject to change based on rapidity of change in the ocupational society.

4. Career decisions, for many persons, are as much influenced by lifestyle values as by work values.
5. It is important for students to learn about occupations they reject as inappropriate for them as well as about occupations they wish to explore further.
6. Career development is a longitudinal, developmental process that involves definite stages. Many persons find it necessary to repeat the basic stages of career development more than once during their lifetime.
7. Work values are part of one's total value system and are best viewed in that perspective.
8. Career decisions are best made and implemented through an action oriented, experiential process, not through simply a process of reflective thought and accumulation of information.

These, and similar basic understandings regarding the career development process, can be communicated to teachers easily through a combination of a cognitive/experiential approach to staff development.

Certainly, educators need to be aware of the fact that career development is intimately tied to efforts to increase one's self-understanding of interests, abilities, values, and lifestyle preferences. The more educators can contribute to increasing student self-understanding, the more they contribute to her/his career development.

It is important, also, to understand the basic purposes and proper placement of career awareness, exploration, planning, and decisionmaking in the total K-12 career education effort. Career awareness, aimed at helping students become knowledgeable about the general nature and great diversity in the occupational structure, must be seen as a primary concern of the elementary schools but, simultaneously, as a topic needed by many secondary school students and adults faced with career decisions as well. Career exploration must be understood for exactly what it is—a process of opening up and expanding on career options under consideration. Both career planning and career decisionmaking must be understood both as general processes and in terms of specific plans and decisions that may result.

Above all, it is essential that all educators understand that career education represents an effort to expand the career options from which students choose—and to equip them with skills useful in career decisionmaking throughout their adult lives. In short, career education is an effort aimed at helping students cope with the certainty of uncertainty that each faces in these times of very rapid societal and occupational change. It should not be difficult to help educators understand that, in opening up career options for students and equipping them with skills essential for choosing from among the many options they discover, the goal of career education is to expand on individual freedom of career choice, *not* to force each student to make specific and "final" choices.

Included in the basic, essential understandings that all educators need with respect to the career development process is a clear understanding of the

many ways in which bias and stereotyping currently operate to restrict freedom of career choice for large numbers of persons in our society. Topics related to sex stereotyping, race stereotyping, stereotyping associated with handicapped persons, and stereotyping based on age are all important elements to include in career education staff development related to career development. This emphasis will, if properly done, extend beyond simply making educators aware of the existence of bias and stereotyping in our society. It will, in addition, concern itself with ways of overcoming such bias and stereotyping in ways that maximize freedom of career choice for all persons.

Once more, it should be obvious that insertion of such an emphasis in career education staff development efforts carry implications that extend far beyond the career education effort itself. In these times of lowering pupil enrollment, reduction in teaching positions, and the need for increased occupational mobility among professional educators, this topic holds great potential for helping many educators who, themselves, are faced with the necessity for considering career changes. Even for those who are not now faced with such necessity for immediate action, this topic holds positive potential for helping educators better understand and plan for their own long term career development—including options outside of formal Education as well as within the Education profession.

Topic 4: Availability and Use of Community Resources

Time, money, and lack of appropriate physical resources all act as strong arguments against any attempts, on the part of the Education system acting alone, to deliver effective career education to youth. Both the personnel and the physical resources of the broader community must be utilized, in an effective and efficient manner, if the career education effort is to succeed. Community "partnerships" with the Education system are badly needed. Thus, a basic and essential part of career educaton staff development efforts must concern itself with tapping and using community resources.

One portion of this effort, often needed in the beginning stages, concerns itself with the fears—and so the reluctance—many teachers have when prospects of having "outsiders" in their classrooms are raised. Such fears include things as: (a) a fear that "outsiders" who volunteer to come into classrooms may be used to replace existing teachers; (b) a fear that "outsiders" may criticize the teacher; (c) a fear that "outsiders" may interfere with attempts on the part of teachers to convey subject matter to students; and (d) a fear that "outsiders" may attempt to take over some of the basic professional instructional responsibilities of the teacher. The fact that such fears can be rather easily allayed is obvious and not very important. What *is* important is that they be recognized and dealt with in an "up front" manner as part of the staff development effort.

Such fears can best be allayed through staff development efforts aimed at making teachers expert in the identification and use of community

resources. Among the basic and essential understandings to be conveyed through such a staff development effort are:

1. An understanding that resource persons *do* exist in many parts of the community who are both interested in and able to provide constructive help to teachers in career education.
2. An understanding of how to recognize when a community resource person is needed—i.e., why they are needed and what they are needed for.
3. An understanding of how to engage in joint planning with community resource persons with respect to what will occur when they visit the class—or when students are taken on field trips to the broader community.
4. An understanding of how to prepare students in ways that will allow them to take full and proper advantage of resource persons and community sites to be visited.
5. An understanding of proper followup procedures to be used following those times when education/community interaction occurs.
6. An understanding with respect to how to evaluate community resources used in career education.
7. An understanding of how—and when—to make contacts leading to the use of community resources.

Most school systems find it essential to establish some kind of formal system for the use of community resources in career education. An essential part of the staff development effort involves allowing educators, as well as community persons, to participate in the development—and in the continuing refinement—of such systems. In the case of teachers new to the system, it is essential that they be given a firm rationale and understanding of how the system has been developed, why it is needed, and how it works.

A very essential part of this staff development effort centers around helping educators recognize the inevitable "What's in it for me?" question that must be considered whenever one uses community resources in Education. That is, while it can be expected that, to a great degree, the goals of the community resource and the goals of the educator overlap, it is essential to keep in mind that they very seldom overlap completely. The community resource—whether it be a person, a business, or a community organization—typically has goals of its own that extend beyond those of the teacher. While it is not essential that the teacher become an active participant in attaining such goals, it is essential that these goals not be antagonistic to the goals of the teacher—or unacceptable to him/her.

The interests and concerns of most community resources in interacting with the Education system typically extend far beyond only an interest in career education. Such interests include concerns about the entire teaching/learning process and about the entire Education system. If such community resources can become "partners" in the effective delivery of career education, they can often be used in a multitude of other ways, each

of which holds positive potential for improving the effectiveness and the productivity of the Education system. The decade of the 1980s almost surely will, for many reasons, be one where greater use of community resources—including both parents and non-parents—is emphasized. A good career education staff development effort in this area holds high potential for much broader and more pervasive use of community resources as "partners" with educators. Here again, we find a clear example of a rationale for a phase of career education staff development that extends far beyond career education itself. Career education *is* a vehicle holding great potential for facilitating positive change in the Education system.

Topic 5: Infusing Career Education Into The Teaching/Learning Process

The most obvious, and single most important, topic to cover in career education staff development efforts concerns itself with helping teachers infuse career education into their regular subject matter. It is in the process of doing so that teachers can play their most active and appropriate role in career education. Thus it is not surprising to find, as will be seen in the next section of this monograph, that this is the most common kind of staff development being carried out in K-12 career education efforts.

It is important that teachers be helped to understand both why "infusion" is a strategy being championed by career education advocates and how to actually implement that strategy in the classroom. Among the kinds of understandings with respect to the rationale for using "infusion," the following are particularly important concepts to convey:

1. Providing youth with career education skills—like providing them with citizenship skills—is not something that can be done appropriately only at one point in time or at one age level. Rather, it is a developmental, longitudinal task that must begin in the early elementary school years and continue throughout the entire K-12 school system.
2. The skills of career education can best be transmitted to youth in a scope and sequence pattern consistent with what is known about the career development process. While many of the same generic topics—e.g., economic education, sex stereotyping, career awareness, etc.,—may be repeated from one grade level to another, the emphasis differs in ways that make this a desirable practice.
3. School systems today cannot afford, even if they wanted, to add "career education" as a new body of subject matter in the curriculum. The best—and most natural—place for students to learn about the career implications of their subject matter is during the time they are trying to learn such subject matter.
4. Since career education skills are needed by ALL students, it is essential that some means be established to ensure that ALL students receive such skills. A complete infusion approach

throughout the entire K-12 curriculum is the best and surest way of doing so.

5. The natural potential that acquainting students with career education skills has for increasing student motivation to learn subject matter can best be capitalized on through using an infusion approach. It would be unfair to classroom teachers if we were to ignore this natural potential.

No matter how well teachers understand such basic concepts as those outlined above, many will still—at least in the initial stages—resist attempts made to encourage use of an "infusion" strategy for the delivery of career education. While some teachers, to be sure, almost immediately see the positive potential career education holds for them, others seem to need to be convinced that it is to the teacher's advantage to adopt such a strategy. Thus, we can expect to find many teachers who must be "sold" on using an infusion approach. Among the major "selling" points most appropriate for use are the following:

1. The time career education asks for is taken from the time any true *teacher* (i.e., *not* "instructor") takes in trying to motivate students to learn the subject matter. Career education does *not* ask for time devoted to transmitting the subject matter itself.
2. Almost all teachers have experienced multiple students asking the question "Why is it important for us to learn this?" A "careers" approach in the classroom is *one* way of answering such questions that will appeal to *many*—not just a few—students.
3. Teachers are being asked to use a "careers" approach to student motivation *only when such an approach is obviously appropriate and feasible*. They are *not* being asked to use it as an *exclusive* motivational device nor to use it all the time.
4. A career education approach to teaching can make the classroom more exciting and satisfying for the teacher as well as for his/her students. Teachers, like students, need to see the importance of their subject matter in terms of its *utilitarian* value as well as its innate worth.
5. A "careers" approach to teaching that includes community involvement is an effective means of helping community members better understand problems teachers face—and so an effective means of building more community support for the Education system—including its budget.
6. There is nothing inconsistent between what career education is asking teachers to do and what is generally regarded as simply "good teaching." Career education is more correctly perceived as "making things better" than it is as "something completely new and different."
7. Career education's emphasis on the goal of "education as preparation for work" is a vehicle that can be effectively used to emphasize other basic goals of Education as well. It is certainly, in

no way, an effort to demean nor to downplay other basic goals of Education.

8. The "career education treatment" teachers are being asked to use *is* predicated on sound basic principles aimed at increasing productivity. If educational productivity can be improved using a "careers" approach, students will learn more subject matter—and, thus, teacher accountability goals will be better reached.

The kinds of "selling points" outlined above are much easier to state than they are to "sell." By and large, each is something that is best transmitted when teachers "discover" these points for themselves rather than having someone else recite them. This brings us, then, to the "how to" aspects of infusion in staff development.

The basic principles involved in the "how to" aspects of infusion can be stated as follows:

1. Let teachers begin with the instructional objectives they already have—i.e., with objectives related to what subject matter they are trying to teach. These instructional objectives should always be kept "up front"—with the "careers" emphasis being perceived as a vehicle for use in attaining such objectives.
2. Help teachers begin their infusion approaches through a team strategy that allows several teachers to combine their knowledge and creativity in suggesting "infusion" ideas to a particular teacher. Don't start out by simply letting each teacher fend for herself/himself.
3. Use teachers skilled in the infusion process as role models for other teachers. Both their expertise and their enthusiasm will "rub off".
4. Assign subject matter department heads and/or curriculum specialists as team leaders in that part of staff development. Use counselors as resource persons rather than as team leaders—as a *general* rule.
5. Provide teachers with clear signs that the school administrator wants and expects them to engage in infusing a "careers" emphasis into their subject matter. Support and strong encouragement from the building principal is essential.
6. Provide some kind of "recognition/reward" system for use with teachers who have successfully demonstrated their infusion expertise. "Infusion" is too much work not to have it matter when it's done right.
7. Recognize that the "infusion" component of staff development is one that must be carried out on a continuing basis. It cannot—and will not—work if it is only a "one time" event.
8. Be sure to emphasize all four steps in the "career education treatment" found in the OCE monograph *A Primer For Career Education*. Using a "careers" emphasis to motivate students is only the first of these four important steps.

Perhaps the most difficult aspect of the "infusion" component of staff development is career education's emphasis on an activity-oriented approach to the teaching/learning process. For teachers to feel comfortable using such an approach demands that they have confidence both in themselves and in their students. Many teachers today are lacking in such confidence. That is why it is generally better to start with small activities requiring only a few class periods to complete. The larger, more involved activities can come later.

The success of an "infusion" approach to implementing career education can best be evaluated using criteria commonly used to measure the effectiveness of good teaching. Such criteria would include: (a) the quality of teacher/pupil relationships; (b) student and teacher satisfaction with their respective work; (c) student attendance figures; (d) incidence of student discipline problems in the classroom; and (e) increases in academic achievement. If a career education approach can be demonstrated to contribute positively to one or more of these criteria, surely it must be regarded as helpful to *all* of Education—not *just* to the more specific goals of career education.

Based on the preceding discussion of the five basic components in a career education staff development effort, let us now turn to specific examples of how each of these five components has been translated into successful practice in selected K-12 school districts represented by participants in the miniconferences on which this monograph is based.

Examples of Career Education Staff Development Practices

In an effort to provide consistency and easy referencing, the specific examples to be presented in this section will be organized using the same generic headings used to organize the contents of the first section of this monograph. Furthermore, those examples most closely related will, to the extent possible, be presented in a sequential fashion. Taken as a whole, these examples will hopefully illustrate both the viability of the principles enumerated in the preceding section and provide illustrations that each of those principles is, in fact, being carried out successfully in practice.

Unfortunately, from the standpoint of organizational clarity, local K-12 school districts tend not to separate their career education staff development in the five categories being used here. That is, when they report, for example, running "Summer workshops" for teachers, such workshops typically include some attention to each of the five major categories. Thus, it is necessary here to describe various kinds of staff development efforts in terms of what appears to be their *major*, but not their *exclusive* emphasis. With this understanding, we can now proceed to a description of practices.

The Need For And Nature of Career Education: Examples of Practice

Sarah Walkenshaw (Kansas City, Missouri) was one of the participants reporting use of a career education needs assessment instrument as a tool useful in illustrating the need for career education. The particular instrument Sarah uses is one supplied by the Missouri State Department of Education's Office of Career Education. This example is illustrative of what is almost certain to become a trend, among State departments of education, in reviewing proposals received from local school districts for grants under provisions of the "Career Education Incentive Act." A sophisticated local school district approach to community career education needs assessment can be seen in an instrument developed by Homer Sweeney, Fremont School District, in Fremont, California. This is but one of several good career education assessment devices that Homer and his staff have developed.

A unique approach to demonstrating the "need" for career education to teachers was used by Priscilla Metalious in North Clarendon, Vermont. There, Priscilla, acting in her role as counselor, worked intensively with 10th grade students in a career awareness/exploration/tentative career desionmaking effort. As a result of her efforts, these 10th grade students began asking their teachers a series of questions regarding the career implications of the subject matter they were being asked to study. This, in turn, led several of these teachers to express an interest in learning more about career education—and about how to infuse career education in classrooms.

Several K-12 school districts have arranged for graduate level courses to be offered their teachers in career education. Such courses can, of course, provide the teacher with a broad overview of the history of career education, the need for and nature of career education, and some illustrative examples of how it is being implemented. Among the school districts who have used this approach to acquainting teachers with career education are: (1) Gloria Whitman (Netwon Square, Pennsylvania); (2) Shirley Aberg (River Grove, Illinois); (3) John Meighan (Nelsonville, Ohio); (4) Patricia Duffy (Hyannis, Massachusetts), and (5) Mike Zockle (Warren, Ohio). Typically, when this approach is used, it operates under conditions whereby: (a) only teachers who volunteer to take the course are asked to enroll in it; (b) those who take the course pay their own course fees; and (c) the course itself is offered at night, or on Saturdays, during the school year. The obvious advantage of this approach is that it provides an in-depth opportunity to learn about career education. The obvious disadvantage is that only a portion of the teaching faculty is being reached by this approach.

When local school districts embark on the task of trying to acquaint all teachers with the basic nature of and need for career education, they typically do so in a far shorter period of time than is required for a full blown graduate course. Moreover, a discussion of the basic nature of career education is typically intermingled with discussions of the "how to do it" aspects of career education as well. Kathy Backus (New Haven, Connecticut) has both "career education awareness" and "how-to-do-it" workshops available for teachers in the region she serves. She reported that, while the "awareness" sessions are still popular, more and more schools are asking for the "how-to-do-it" workshops. Clint Rouse (Daytona Beach, Florida) conducts 15 hours of inservice education for faculty members that represents a combination of "awareness" and "infusion" materials. Essie Page (Washington, D.C. schools) conducts a series of 1/2 day career education workshops during the school year on various career education topics picked by educators in that district. Ed Whitfield (San Diego County, California) runs a 3 day "simulation workshop" involving teachers, counselors, and school administrators in which, using a "theoretical school," they can discuss both what career education means and how to implement it in that school. According to Ed, such a procedure allows career education to be discussed without the topic of "why we can't do it *here*" being raised.

In the State of Mississippi, Ken Quinn (New Albany, Mississippi) reports that all prospective teachers are now required to have a course in career education in order to meet certification requirements. Mary Remington (Pittsburg, Kansas) told us that all teachers applying for positions in her school district are now routinely asked, during their interview, about the interest in and knowledge regarding career education. In Booneville, Kentucky, Martha Turner reports that a special session on career education is routinely included now in the orientation meetings held for new teachers.

Betty Barr (Omaha, Nebraska) holds career education staff meetings each Monday to which both educators and representatives from the P.T.A. are invited. Last year, she had more than 30 PTA representatives represented at these staff meetings. Bob Megow (Orlando, Florida) routinely schedules three 3-hour sessions on career education for all elementary school teachers and two 2-hour sessions for all secondary school teachers aimed at informing them regarding the need for and nature of career education.

Even these few examples will hopefully illustrate the fact that K-12 school districts *are* paying attention to the need for allowing educators to learn about and reflect on the nature of career education. The term "career education" is still far from being a "household word" among educators. Continuing attention to this topic is needed.

Occupations and the Occupational Society: Examples of Practice

Involvement of the broader community as "partners" in the implementation of career education is a very broad topic. Here, only a small portion of that topic—namely, ways in which the broader community participate in staff development of educators—will be considered. Narrow as this aspect of the total topic is, it is, nevertheless, very important because it will serve to illustrate that staff development of educators is *not*, in career education, something done exclusively by educators themselves. Without the active participation of persons from the broader community, the total staff development effort would be most incomplete indeed.

First, a few of the *major* efforts of the business/labor/industry community holding implications for multiple school districts across the Nation will be illustrated. One of these consists of the "Career Guidance Institutes" conducted under auspices of the National Alliance of Business. A concrete example of such an effort was reported by Alton Harvey (Mobile, Alabama). There, the CGI was conducted in a series of Saturday morning workshops for teachers, counselors, and administrators in the area. A total of 60 hours was involved divided into three 20-hour sessions—(1) on the nature of career education, (2) consisting of visits to business/industry settings, and (3) to helping educators devise infusion strategies for use in the classroom.

A second major kind of business/industry participation in staff development of educators in career education can be seen in the "Educators In Industry" program sponsored by the General Electric Company. This program, operated typically for graduate credit through local college or university, provides teachers, counselors, and administrators with opportunities to study intensively, through a combination of site visits and seminar discussions, the variety of kinds of occupations—and interrelationships among them—that exist in major GE plants located in the area in which the program operates. It is an excellent device for helping educators learn more about occupations and the occupational society.

Third, under the general auspices of the Joint Council For Economic Education, a number of colleges and universities sponsor "Economic Education Workshops" for educators. A good example of one such workshop adapted for specific use in career education was reported by Jerry Van Pelt (Davenport, Iowa). He found an "Economic Education Workshop" offered by the Department of Economics at the University of Iowa to be helpful—and was later able to adapt the content from that workshop into a "World of Work" workshop for interested teachers. Whether or not such adaptations are made, the "Economic Education Workshops" for educators operating under the general leadership of the Joint Council On Economic Education hold high potential for helping educators learn more about occupations and about the occupational society.

Now to more specific examples taken from specific school districts. One very good example was reported by Beth Berry (Tucson, Arizona). There, a science teacher expressed interest in teaching science through taxidermy and was able to learn enough about that occupation to do so through the help of community persons who are experts in the field of taxidermy. In the process, the teacher found an added benefit through being able to learn some of the skills of a taxidermist for himself.

A more common way in which educators learn about occupations and the occupational society is through systematic tours to business/industry settings. This appears to be an increasingly common practice. For example, Helen Smith (Rome, Georgia) has initiated a formal "Teachers and Counselors Learn About Industry" program involving several visits, during the course of the school year, by educators interested in learning more about local industries. Burt Elliott (Siloam Springs, Arkansas) reported that he used teacher visits to business/industry settings as an initial vehicle for "selling" teachers on the importance of career education. Of 96 teachers in his school system, 94 agreed to make such visits. The program operated by releasing 15 teachers at a time for 10 afternoons during the school year (with the school system hiring substitute teachers to replace whem while on these visits). At each site, teachers met with management personnel to learn about the industry, were taken on a tour of the plant, and then allowed to visit with 10-12 assembly line employees who told teachers about their jobs and why they thought schools should be better preparing youth for work.

Virginia Brookins (Okolona, Mississippi) indicated that, because 80 percent of the teachers in her school district have never worked outside the field of formal Education, there was a great need for them to learn about occupations and the occupational society. To meet this need, she has undertaken several kinds of activities. One is a plan for ALL teachers in the school district to tour the one large industry in Okolona (they plan to use one inservice day for this). A second thing Virginia has done is to establish a "teacher trade day" under which a teacher works in some occupation for a day while a person from that occupation comes into the school system and

takes over the teacher's classes for the day. While she made no pretenses that this arrangement found each well-equipped to do the other's job, she did insist that it helped each better understand and appreciate the other.

In Attleboro, Massachusetts, Barbara Churchill has included, in the introductory career education workshops conducted for teachers and administrators (10 persons maximum), a two-hour visit to some business/industry setting where educators can dialogue with workers and managers with respect to their: (a) job expectations; (b) perceived relevance of the school district's curriculum to entry level jobs existing in the business or industry being visited; and (c) potential for forming "partnerships" with persons from the business or industry for career education. These site visits are conducted once a month and are entirely voluntary for teachers. Barbara reports that teachers enjoyed these visits very much and, in fact, many regarded it as the real "highlight" of her entire career education workshop.

One of the most exciting and challenging use of the community in career education staff development efforts was reported by Jama Roman (Toledo, Ohio). There, through the "Career Awareness Workshop" that Jama has established, teachers and counselors in that 30-day Summer program can spend 10 of the 30 days in local industries. There, each actually "tries out" a wide variety of jobs ranging from the lowest/skill level to top management jobs. More than 30 companies in the Toledo area are participating in this program. Each has agreed to take on either one teacher or one counselor as a part of this workshop.

Martha Turner (Booneville, Kentucky) reported that they have been able to establish arrangements under which selected teachers can be out in business/industry settings for as long as 2-3 weeks at a time. There, each is assigned a joint task of: (a) better understanding the occupational society; and (b) devising ways of taking what they have learned and making plans to infuse it into their classrooms. Funding from the Appalachian Regional Commission has helped pay the costs.

In Warren, Ohio, Mike Zockle reported that a group of 125 local business/industry organizations have banded together to form what is called the "Industrial Information Institute." This organization has been very helpful to Mike in terms of their participation in career education staff development. They are regarded as prime resources for the Warren School District's career education inservice effort.

Each of the examples given above has been purposely selected because it illustrates specifically the active involvement of the business/labor/industry community in career education staff development for educators. Staff development efforts aimed at showing educators how to use such community resources in implementing career education are reported in a later part of this monograph.

Teaching Educators The Process of Career Development: Examples of Practice

Perhaps the clearest—and certainly one of the best—examples of concentrating a portion of the career education staff development effort on the career development process can be seen in the program conducted in the Upper Arlington, Ohio school district under the direction of Nancy Losekamp. There, using six stages of career development—(a) awareness; (b) exploration; (c) commitment; (d) skill development; (e) skill refinement; and (f) reaffirmation—to which students are to be exposed, Nancy devised a plan under which teachers could go through this entire process for themselves so that they get a better understanding of their own career development. By putting teachers through these various stages of career development, Nancy reports that teachers are both more aware of the need for and more competent in meeting career development needs of students.

While not concentrating directly on the teacher's own career development, Barbara Churchill (Attleboro, Massachusetts) does provide, within her total series of 8 Saturday workshops for career education staff development, one devoted specifically to career development theory. Since each of the workshops are 5 hours in length, she is able to include a considerable amount of pertinent information to teachers regarding basic concepts in career development.

Like Nancy Losekamp, Carol Chapin (Reno, Nevada) has embarked on an effort to help teachers understand the career development process through helping them to study and think about their *own* career development. A part of her effort involves letting teachers complete such instruments as Holland's "Self Directed Search," and Crites' "Career Maturity Inventory" for themselves. They then study the results in an effort to better understand themselves and their own stage of career development. Carol reported that one teacher, after studying these data, decided to leave the teaching profession— and did!

Steve Jones (Concord, New Hampshire) reported that, included among the various kinds of career education workshops conducted for teachers in that school district were one on "Values Clarification" and another on "Decisionmaking." Eighty percent of the elementary school teachers in Concord's school district enrolled in those workshops. The teachers participating in these activities felt they were much better qualified, as a result, to include an emphasis on decisionmaking in their career education infusion efforts.

Sandy Bode, Career Education Coordinator for the DuPage Elementary Career Education Center in Wheaton, Illinois, was only one of several participants who reported special units on "sex stereotyping" to be included in their total career education staff development effort.

As comments made by participants in all of the miniconferences on which this monograph is based were examined, it was obvious that this is the one area which, at least to date, appears to be receiving the least

attention. There appears to be a great need to embark on a more ambitious effort aimed at helping educators understand and apply the basic principles of career development in their career education activities. This is a leadership role that could, in many communities, be taken over by professional school counselors who are, obviously, the "best bets" for being the school system's "experts" in career development. Obviously, not nearly all of today's school counselors *are* experts in career development—and many appear not to be much interested in the topic. On the other hand, increasing numbers of counselors are becoming interested in and knowledgeable concerning career development. It is a resource that should be used wherever counselors possess such expertise.

Learning About Availability and Use Of Community Resources: Examples of Successful Practices

Helping educators learn how to find, trust, and use community resources—both physical and personnel—in career education efforts represents one of our biggest staff development challenges. The following examples illustrate ways in which selected school districts are currently meeting this challenge.

We begin with Bernie Novick in Woodbridge, New Jersey. There, his school district has participated actively in one of the "Community Resources Workshops" conducted under auspices of the National Association For Industry-Education Cooperation (NAIEC). The workshop Bernie described is typical of many NAIEC workshops held each year in that teachers pay their own tuition costs for this Summer workshop. Available for use by teachers in that workshop is a publication of the Central Jersey Industrial-Education Council containing the names and addresses of over 300 community resources available for use in career education. This same kind of opportunity to learn about and to take advantage of community resources can be found in most other communities where an active NAIEC effort exists.

Mary Remington (Pittsburg, Kansas) has a system whereby community resource persons for the school district are obtained primarily as a result of visits made by educators during the Summer to local business and industry establishments in the area. Teachers learn from these resource persons during the Summer—including to trust and respect them. As a result, they invite many such persons into their classrooms during the school year as resource speakers for their students.

In Boulder, Colorado, Asahi Oshima follows this same basic route to identification and use of community resources. For example, they engaged in an inservice effort with 5th grade teachers to learn more about the work of persons in their community who were full-time authors. Those persons, after meeting with teachers, were brought back into classrooms to serve as community resource persons for 5th grade pupils.

With the help of General Electric officials in the area, Sue Warmath (Mayfield, Kentucky) organized what she called a "Bridge The Gap" class for teachers in her school district. The "teachers" are, in effect, community persons who take teachers on visits to various business/industry settings. During those visits, teachers and the business/industry persons talk together about how they can best join forces to help youth through a career education "partnership." Each teacher in this class must keep a log of each visit he/she makes. As a result, each has firsthand knowledge of several community resource persons who can be made available to serve as resource speakers in classrooms and a hosts for field trips taken by students.

Carolyn Corcoran (South Portland, Maine) has devised a plan for running teacher career guidance institutes through using community resource persons as "teachers" that has a unique "twist." Instead of having a "canned" course and presenting it multiple times, the teachers in South Portland, each year, are surveyed to discover what they think *they* most need to learn more about. These teacher "need lists" are then taken to local business persons who, in cooperation with a local college, then collaborate in teaching a course for these teachers oriented around what they say they need. The college provides the teachers with college credit, but the business persons actually do the teaching.

Among communities most active in helping teachers identify and use community resources is Newark, Delaware. There, Doug Hill, Educational Resource Association, has devised an elaborate plan for collecting and cataloguing names of persons and of business/industry organizations willing to serve as career education resources. Under the system Doug has established, all teachers make contacts with community resources through first indicating their specific needs for such resources to the Educational Resource Association. The teacher's need is matched with a particular resource and a teacher/resource contact is established. Following use of the community resource, the community resource person evaluates the teacher—and vice versa. It is a system worthy of careful study.

A great number of additional participants—far too many to mention here by name—reported themselves to have engaged in a systematic, comprehensive effort to identify community resources for career education and catalogue them in some fashion for use by educators. This, by itself, does not, of course, relieve teachers of the kinds of fears they have regarding use of community resources. Such fears seem to be best allayed when the teacher/resource contact has finally been made.

As with the topic of "career development," the topic of "Availability and Use of Community Resources" is one which, as of now, has failed to receive as much attention as it deserves in career education staff development efforts. The examples presented here are certainly ones that many other communities could consider in searching for ideas that will work best for them.

Infusing Career Education Into Classrooms: Examples of Practices

The greatest single emphasis, to date, in career education staff development has been centered around attempts to help teachers infuse career education into their regular subject matter. Both general discussions of this problem and specific examples of practices were commonplace in the miniconferences on which this monograph is based.

In terms of general discussion, persons such as Herb Tyler (Richland, South Carolina) stressed the importance of top administrative support regarding the desirability of infusion. He suggested that, if local superintendents of schools were to make this the topic of their major speech given to teachers at the beginning of the school year, it would almost surely have a positive effect. John Sedey (Mounds View, Minnesota), while not disagreeing, stressed the desirability of having career education infusion considered at the same time curriculums are being revised in the school district. John's point—a very good one—is that it is easier to infuse career education concepts as part of a total package than it is to alter an existing curriculum package by inserting in it places where career education concepts can be appropriately infused. Barbara Wilson (South Burlington, Vermont) emphasized that, of all the approaches she has tried to encourage infusion, the one that has worked best for her is to approach each Department Head in the secondary school and convince them of the importance and value of infusing career education concepts into their individual subject matter areas. Beth Berry (Tucson, Arizona), on the other hand, was convinced that the approach that works best is the use of exemplary teachers from particular subject matter areas—or grade levels—as role models for other teachers who have not yet tried to infuse career education. Herman Grizzle (Tulsa, Oklahoma) stressed the great importance of providing teachers with concrete materials for use in infusing career education concepts. In a very real sense, of course, each of these persons was "right" when she/he insisted they knew the best approach to take. That is, the approach that works best for one person in a given community may well differ from the approach that works best for a different person in another community.

Let us now look at some of these general recommendations in terms of specific examples of practice.

The "each one teach one" approach—involving teachers experienced in infusing career education into subject helping other teachers who have not yet tried to do so—is certainly one of the more popular kinds of examples one could find. For example, Bob Towne is a "lead teacher" in Kennebunk, Maine—one of 8 such "lead teachers" in that school district charged with serving as role models for other teachers. Helen Smith (Rome, Georgia) has "teacher career education reps" in each school building charged with motivating other teachers in that building to infuse career education concepts in their classes. Polly Friend (Marquette, Michigan) has initiated a system under which teachers who are "doing career education" in their classrooms are encouraged to visit other classrooms to share ideas of how

teachers in such classrooms could also become involved. This same basic idea is behind the California "Master Trainer" concept where teachers from various subject matter areas go into schools interested in getting started in career education to work with their counterparts in those schools. One disadvantage to this approach was pointed out by Shirley LaQuinto (Phoenix, Arizona) who reported that her teachers who were really good at infusing career education concepts in their classes were *such good* teachers they resisted any attempts to take them out of their classrooms to work with other teachers.

A significant problem facing many teachers in their attempts to infuse career education into their classrooms is career education's call for an activity-oriented approach to the teaching/learning process. Apparently, many teachers are still unaccustomed to—and so resistive to—this idea. Several school districts are trying different ways of helping teachers solve this problem. For example, Carol Gomer (Missoula, Montana) has taken each textbook used in her school district and suggested a set of specific career education activities that could be easily inserted into each. She has then given these activity suggestions to teachers under an assumption that, since they refer directly to pages in the textbook the teacher is using, chances are improved that the teacher will consider trying that activity.

Steve Jones (Concord, New Hampshire) tried a different approach to this same problem by conducting some teacher workshops where a variety of "hands on" activities were involved. One such exercise, for example, was called "Cardboard Carpentry" and was dedicated to showing teachers how easy it is to make materials for use in various kinds of career education activities.

Betty Barr (Omaha, Nebraska) has tried to solve this problem by conducting a variety of demonstration lessons for classroom teachers where they can observe career education concepts being infused into subject matter through an activity approach. Representatives from each academic discipline area are invited to such meetings on an every other month basis.

Gail Anderson (Greater Barrington, Massachusetts) is convinced that the best way to encourage individual teachers to infuse career education concepts into their classes is through making this a responsibility of each academic Department in the school district. She has predicated this effort on prior work involving securing a school board policy supporting career education, faculty participation in development of a K-12 scope and sequence plan for career education having specific goals and objectives for each grade level, and a three semester hour inservice education course for 15 key teachers in the District.

Literally thousands of classroom teachers have, over the last several years, developed "activity packages" for use in infusing career education concepts into subject matter. It is not surprising that, in many school systems, collections are made of such individual teacher efforts in order that they may be shared with others. An outstanding example of this can be seen in the Barnstable High School in Hyannis, Massachusetts where Patricia

Duffy coordinates the career education effort. During Summer inservice education workshops that Pat conducted, teachers wrote over 700 pages of infusion materials containing well over 300 specific career education activity packages. These have now been placed in a series of notebooks and made available to others. Jane Okamato, Windward District Office, Kaneohe, Hawaii is another person who, through collecting activity packages from a number of innovative teachers, has packaged them in a set that is distributed to many other teachers as "starter suggestions."

Several examples of the kinds of "reward systems" used to encourage teachers toward infusion activities can easily be cited. One good example was reported by Barbara Wilson (South Burlington, Vermont) when she indicated that teacher efforts aimed at infusion are now a standard part of teacher evaluations performed by building principals—and, thus, influential in determining salary raises. In Toledo, Ohio, Jama Roman has found that providing "minigrants" to teachers of $50 each was sufficient to encourage many to undertake innovative efforts to infuse career education into their subject matter. Other school systems—Louisville, Kentucky is a good example—have found it "rewarding" to teachers if activity packages judged to be outstanding are reproduced by the school system and transmitted to other teachers—along with putting the name of the teacher who "invented" the package in a prominent place on the materials themselves. Dale Davis (Oregon City, Oregon) has found it very rewarding to teachers when he can find resources necessary to take them out of their schools for a full day of leisurely discussion at the local country club. There, teachers can "swap" career education ideas and practices with each other under relaxing conditions.

The task of helping all teachers in a given school district who are willing to consider infusing career education concepts into their regular classes is a formidable one indeed. It is *not* an impossible task. Barbara Preli (Jefferson County Schools, Louisville, Kentucky) was able, using previously trained career education resource teachers from within her school district, to conduct a career education inservice for all 3,500 teachers in that school district within a period of only one month! Not many school districts will be able to match this, but Barbara Preli does stand as an example of one who *has* done so.

A second very outstanding example can be seen in the work of Bernie Griffith, Career Education Coordinator in Cashmere, Washington. There, career education has, through Bernie's efforts and the strong support of her Superintendent and key persons from the broader community, been able to make career education in a central focus of the entire curriculum. *Every* teacher in the Cashmere School District is expected to engage in career education. This is made clear both when new teachers are employed and in the annual evaluation reviews held with each teacher. One-third of the teaching faculty has, for the last several years, been released for a period of time ranging from five to eight days in order that constant curriculum revision can take place in this comprehensive effort. With the broad way in

which career education is defined in Cashmere, they have finally reached the point where there is no real difference in meaning between the term "career education" and the term "good education." It will be many years before any sizeable portion of school districts in our Nation will have advanced to the stage where Cashmere now finds itself.

Concluding Statement

Staff development is absolutely essential for the successful implementation of career education. The necessity for using a "people change" approach to basic educational change makes it imperative that career education staff development continue to be a high priority.

School districts throughout the Nation, such as the ones used as examples in this monograph, have demonstrated themselves to be both ready and able to engage in effective career education staff development efforts. Educators have demonstrated themselves to be generally receptive to such efforts and community resource persons and organizations have provided convincing demonstrations of their ability and willingness to participate. Of all the costs associated with the implementation of career education, the cost of staff development efforts is by far the largest. It has provided, to date, very rich returns for the relatively small number of dollars available for this use. Given sufficient funds allocated to this effort, career education can be implemented across the Nation in a relatively few years. Career education advocates in Florida have a slogan most appropriate for use in closing this monograph. That slogan say "WE KNOW HOW NOW."

Participants

Shirley Aberg
Assistant Director of Career Guidance Center
Region 7—Triton College
2000 5th Avenue
River Grove, Illinois 60171

Gail Anderson
South Berkshire Education Collaboration #2
Greater Barrington, Massachusetts

Kathy Backus, Director
Career Education Resource Center
Area Cooperative Education Services
800 Dixwell Avenue
New Haven, Connecticut 06511

Betty Barr
Career Education Director
11629 Jackson Road
Omaha, Nebraska 68154

Beth Berry
Pima Development Career Guidance Project
Tucson, Arizona

Sandra Bode, Director
DuPage Elementary Career Education Center
421 N. County Farm Road
Wheaton, Illinois 60187

Virginia Brookins
Okolona High School
Okolona, Mississippi

Carol Chapin
HERO Youth Program
425 East Ninth Street
Reno, Nevada 89512

Barbara Churchill
Director, Project Potential
Attleboro High School
Rathburn Willard Drive
Attleboro, Massachusetts 02703

Carolyn Corcoran
South Portland City Schools
130 Wescott Road
South Portland, Maine 04106

Dale Davis
Director of Career Education
P.O. Box 591
1417 12th Street
Oregon City, Oregon 97045

Patricia Duffy
Barnstable High School
Hyannis, Massachusetts

Burton Elliott
Siloam Springs Public Schools
Siloam Springs, Arkansas

Polly Friend
CEPD Specialist
Marquette-Alger ISD
427 W. College Avenue
Marquette, Michigan 49855

Carol Gomer
Career Education Coordinator
School District #1
215 South 6th, W.
Missoula, Montana 58901

Bernadette Griffith
Cashmere School District
Career Education Division
210 South Division
Cashmere, Washington 98815

Herman Grizzle
Career Education Coordinator
Tulsa County Area Voc-Tech School
3420 S. Memorial Drive
Tulsa, Oklahoma 74145

Alton Harvey
Career Education Coordinator
Mobile County Board of Education
P.O. Box 1327
Mobile, Alabama 36601

Doug Hill
Educational Resources Association
Newark, Delaware

Shirley Iaquinto, Coordinator
Roosevelt Comprehensive Career Education
600 South Seventh Street
Phoenix, Arizona 85040

Steve Jones
Office of Superintendent of Schools
16 Rumford Street
Concord, New Hampshire 03301

Nancy Losekamp
Career Education Coordinator
Upper Arlington Board of Education
Upper Arlington City Schools
1950 North Mallway
Upper Arlington, Ohio 43221

Bob Megow
410 Woods Avenue
Orlando, Florida 32802

John Meighan, Coordinator
Career Development Program
Tri-County J.V.S.
Route 1 State Rt. 691
Nelsonville, Ohio 45764

Patricia Metalious
Mill River Union High
N. Clarendon, Vermont 05759

Bernie Novick
Woodbridge Public Schools
Woodbridge, New Jersey

Jane Okamato
Windward District Resource Teacher
c/o—Department of Education
Windward District Office
45-955 Kamahamena Highway
Kaneohe, Hawaii 96744

Asahi Oshima
Boulder Public Schools
Boulder, Colorado 80301

Essie Page
State Coordinator of Career Education
Ellington School of the Arts
Room 102
35th and R Streets, N.W.
Washington, D.C. 20007

Barbara Preli
Director/Career Education
Jefferson County Schools
Brown Education Center—Room 508
4th and Broadway
Louisville, Kentucky 40059

Ken Quinn
New Albany Separate School District
New Albany, Mississippi

Mary Remington
USD #250
510 Deill Street
Pittsburgh, Kansas 66762

Jama Roman, Coordinator
Career Development Program
Toledo City Schools
Manhatten and Elms Street
Toledo, Ohio 43608

Clinton Rouse
Coordinator of Career Education
Volusia County Schools
Daytona Beach, Florida 32015

John Sedey
Director of Vocational Education
Mounds View District #629
2959 Homine Avenue, N.
Mounds View, Minnesota 55113

Helen Smith
Rome City Schools
Rome, Georgia

Homer Sweeney
Career Education
Fremont Unified School District
40775 Fremont Boulevard
Fremont, California 94538

Bob Towne
Elementary Supervisor
Kennebunk School Department
Kennebunk, Maine 04043

Martha Turner
Owsley County Schools
Booneville, Kentucky

Herb Tyler
Richland #22
6831 Brookfield Road
Richland, South Carolina 29206

Jerry Van Pelt
Mississippi Bend AEA
Davenport, Iowa

Sarah Walkenshaw
Coordinator of Career Education
4904 Independence Avenue
Kansas City, Missouri 61424

Sue Warmath
Washington Elementary School
Mayfield, Kentucky

Ed Whitfield
Director, Career Education
San Diego County Schools
6401 Linda Vista Road
San Diego, California 92111

Gloria Whitman
Career Education Coordinator
Region III
3535 Market Street
Philadelphia, Pennsylvania 19101

Barbara Wilson
South Burlington Public Schools
South Burlington, Vermont

Michael Zockle
Coordinator
Career Development Program
Warren City Schools
Warren, Ohio 44482

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